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THE PAW PRINT

Volume 6, Number 2

Cal-State San Bernardino

October 14, 1970



The library - We wait and we wait. See story on Page 4.

Photo by Ralph Faccione

Graduate record exam dates announced

Educational Testing Service announced today that undergraduates and others preparing to go to graduate school may take the Graduate Record Examinations on any of six different test dates during the current academic year.

The first testing date for the GRE is October 24, 1970. Scores from this administration will be reported to the graduate schools about December 1. Students planning to register for the October test date are advised that appli-

cations received by ETS after October 6 will incur a \$3.00 late registration fee. After October 9, there is no guarantee that applications for the October test date can be processed.

The Graduate Record Examinations include an Aptitude Test of general scholastic ability and Advanced Tests measuring achievement in 20 major fields of study. Full details and registration forms for the GRE are contained in the 1970-71 GRE Information Bulletin. The Bulletin also contains forms and instructions for requesting transcript service on GRE scores already on file with ETS. This booklet may be available on your campus or may be ordered from: Educational Testing Service, Box 955, Princeton, New Jersey 08540; Educational Testing Service, 1947 Center Street, Berkeley, California 94704; Educational Testing Service, 960 Grove Street, Evanston, Illinois 60201.

More damn exams!

Teacher exams slated

College seniors preparing to teach school may take the National Teacher Examinations on any of the four different test dates announced today by Educational Testing Service, a nonprofit, educational organization which prepares and administers this testing program.

New dates for the testing of prospective teachers are: November 14, 1970, and January 30, April 3, and July 17, 1971. The tests will be given at nearly 500 locations throughout the United States, ETS said.

Results of the National Teacher Examinations are used by many large school districts as one of several factors in the selection of new teachers and by several states for certification or licensing of teachers. Some colleges also require all seniors preparing to teach to take the examinations. The school systems and state departments of education which use the examination results are listed in an NTE leaflet entitled "Score Users" which may be

obtained by writing to ETS.

On each full day of testing, prospective teachers may take the Common Examinations which measure their professional preparation and general cultural background, and a Teaching Area Examination which measures their mastery of the subject they expect to teach.

Prospective teachers should contact the school systems in which they seek employment, or their colleges, for specific advice on which examinations to take and on which dates they should be taken.

The Bulletin of Information for Candidates contains a list of test centers, and information about the examinations, as well as a Registration Form. Copies may be obtained from college placement officers, school personnel departments, or directly from National Teacher Examinations, Box 911, Educational Testing Service, Princeton, New Jersey 08540.

Transfer Students--

Least likely to succeed?

A study relating to the increased proportion of students transferring to The California State Colleges as juniors and seniors has been initiated by Chancellor Glenn S. Dumke.

The study will attempt to answer this question: Are present admission standards for transferring to a State College at the junior and senior level selecting students who are likely to succeed?

Related to this are two additional questions:

1. Are students who transfer to a State College as juniors or seniors as well prepared for upper level work as juniors and seniors who started at a State College as freshmen?

2. Are students who transfer into a State College as juniors or seniors, but who would have been ineligible to enter as beginning freshmen, as successful as students whose entire higher education has been in a State College?

State Colleges presently admit transfer students with a minimum grade point average of "C" in at least 60 units of college credit, regardless of whether they would have been eligible as beginning freshmen. (To be admitted as a freshman, a student must rank in the top one-third of his high school graduating class.)

The study will compare records between students who enrolled initially in a State College with a 10 per cent sample of 26,027 upper division (junior and senior) transfer students who entered in Fall 1969.

"During the past six years upper division transfers to The California State Colleges have increased 92 per cent," Chancellor Dumke said. "Current projections indicate that this trend will continue."

Chancellor Dumke said courses

scheduled to meet freshmen and sophomore needs increased 34 per cent between 1964 and 1969. Meantime, the number of freshmen and sophomores increased only 19 per cent.

"This indicates that many upper division transfer students are probably fulfilling lower division course requirements after transferring to the State Colleges," Chancellor Dumke said.

"Further," he continued, "research findings show that transfer students, who would have been ineligible to attend the State Colleges as beginning freshmen,

are placed on academic probation more frequently than those transfer students who would have been eligible as freshmen."

Approximately 73 per cent of students transferring to a State College are from Community Colleges. The remainder are from other State Colleges, the University of California, private colleges and out-of-state institutions.

Chancellor Dumke said an interim report on the findings of the transfer student study is scheduled for completion this fall. Additional studies will be conducted on a periodic basis.

CSCSB Dorms by 1972

If state revenue bonds can be sold as scheduled, a contract should be awarded Oct. 24 for the construction of the first residential housing at California State College, San Bernardino.

The contract is expected to go to Viking Co., a Laguna Niguel-based construction company, which submitted the lowest of five bids, at \$2,192,724, announced Dr. Joseph K. Thomas, executive dean.

The 400-student, eight-building housing complex is to be ready for occupancy in the fall of 1972.

Officials in the State College chancellor's office and the college are very pleased with the results of the bid opening, reported Dr. Thomas. In view of rapidly increasing construction costs, as based on the current Engineering News Record price index, the low bid is approximately \$50,000 under the state's original cost estimate for the project.

The San Bernardino campus has received assurance from the chancellor's office that its housing project should proceed on schedule even though bids for

two other state college projects in the same funding package came in considerably higher than estimated, said Dr. Thomas.

"The chancellor's office has assured us it will proceed with our project, because of the good bidding, regardless of the situation at the other campuses."

The present schedule calls for the state revenue bonds to be sold Oct. 8 and the contract awarded Oct. 24, assuming the low bid is cleared, said Dr. Thomas. Construction is slated to begin in November.

Funds for the college's first permanent cafeteria building also are included in the same bond issue. If the State Public Works Board approves the financing schedule at its Aug. 31 meeting, bids will be advertised shortly thereafter for the dining facility. It is needed at the same time the residence halls open.

The housing project is the first major building project, exclusive of utilities, since construction on the \$4 million Library construction began two years ago.



Ricardo Romo, Peace and Freedom candidate for Governor of California, will speak in the free speech area on Thursday, Oct. 15, at

2:00 p.m. Burt Corona and Abe Tapla, National and State Chairmen of M.A.P.A., respectively, will also speak.

EDITORIAL

Unicorn Horn: Too blunt?

The Unicorn Horn, Cal-State's pseudo-evaluation of faculty, is blunt. Indeed, so blunt that its point — "etching away at the barriers which divide the college community" (Marlin Brown) fails to penetrate the heavy velvet pants collectively covering the faculty's posterior.

In "A Periodical Readers (sic) Guide to Faculty Evaluation", Alan Coffeen, one of three Horn editors, states "... it (the Unicorn Horn) is what we like to consider a 'free' publication with no restrictions on content other than that prescribed by good taste."

He continues, "We exist to serve the needs of students.... We are the direct manifestation of student power as it should be utilized.... We hope that the information which we have provided will be helpful to students who are looking for something more... than the grades which the faculty so arbitrarily crown us with."

Unfortunately, the taste of those students who produced the Horn rests mostly upon their tongues. Such is best illustrated by the Horn's criticism of G.S. 130, Ideas of Math, taught by professor H. ("AVOID THIS MAN AT ALL COSTS. UNDOUBTEDLY THE WORST PROF. ON CAMPUS.") One can hardly interpret this as "a direct manifestation of student power as it should be used." It is, moreover, revenge for "the grades which the faculty so arbitrarily crown us with."

Observes Mike Ross, another Horn editor, "It is obvious that our stupidity is an immediate handicap (sic) and for it we should have our hands slapped." The Pawprint will not dispute this fact, but only emphasize it.

In his "Forward," Marlin Brown, the third Horn editor, is optimistic: "As a publication this hopefully represents more than just evaluative criticism, more than helpful or humorous reading.... Realistically, it does not."

For two years, the Unicorn Horn has missed the point: A printed student evaluation of faculty cannot assume that readers now have instructional alternatives (i.e., that for course X students can choose from professors A, B, or C) because they do not. The Horn must therefore provide each faculty member with an individual analysis, emphasizing strong as well as weak teaching traits. Only then, confronted by specific faults, can an instructor such as H. attempt to improve himself... assuming, of course, that he is so disposed.

Ultimately, the Horn must depend only on specifics. No more blanket observations, e.g., "This is just another feeble attempt at making college relevant." No more snide remarks, e.g., "P.'s knowledge is surpassed only by his egoism." No more white-washing, e.g., "His active involvement in ZPG and the fight for environmental sanity add luster to a professor...." No more self-evident conclusions, e.g., "Research oriented traditionalist. What else remains to be said (sic)." No more Ann Landerish crap, e.g., "Dr. B. is knowledgeable, brilliant, well-read, witty (sic.) and probing. If there's any doubt, just ask him."

Mr. Coffeen carefully defines the concept of 'free' in his forward: "As a 'free' publication we are not bound by campus regulations which require all publications to be approved.... We are not sponsored or funded by any official auxiliary organization of the college." This, however, is no excuse for the half-assed nature of the final product.

In the future, the Unicorn Horn must evaluate ALL courses with consistent objectivity. Its published findings must be valid as well as reliable... based upon standardized questionnaires administered to a statistically representative sample of students. The Horn must also be readable!

This was the Horn's second unsuccessful stab at the faculty's (collective) posterior. One more blunted stab and, hopefully, the Horn will be out.

A public apology

It has come to my attention that there is some misunderstanding concerning individuals listed as "references" in this year's edition of the HORN. Russ DeRemer was listed because of his contributions of evaluations used on other campuses and for material utilized in preparation of the evaluation questionnaire; Kent Schofield, for his informa-

tion concerning the structure of the social science department; Bob Goss, for his input on general education on the college campus; Dave Squire, for his help on interpretation of statistics. With exception of Dave Squire, permission was not secured from the other individuals to use their names in publication. For any misunderstanding we may have caused, we publicly apologize.

Marlin Brown

Editor, Unicorn Horn

THE PAWPRINT

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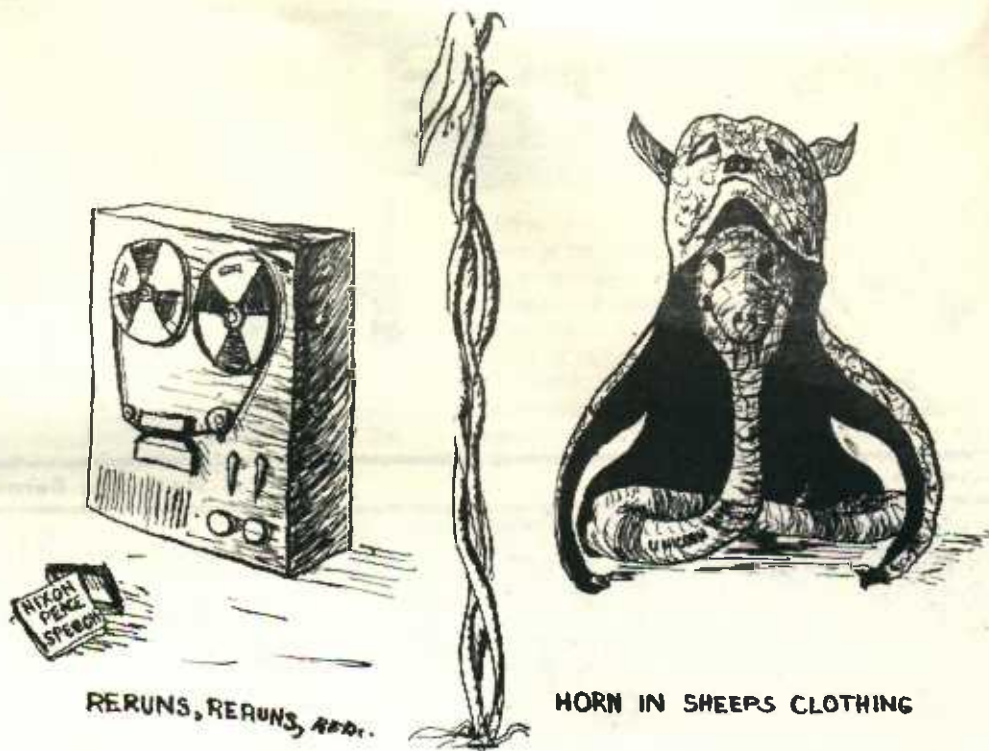
The Pawprint is published once a week by and for the students of Cal-State, San Bernardino.

Student and/or faculty opinions are solicited. Letters to the editor, etc., should be 300 words or less, and should be submitted no later than one week before the scheduled publication date.

Note: The editor is not responsible for unsolicited material.

The editor reserves the right to refuse and/or edit all material violating those laws which govern the press, and/or good taste, and/or the "Canons of Journalism." All copy submitted must be signed, the author's name being withheld only upon request. Edited copy will be shown to the author prior to publication only upon the author's advance request. The author of refused or edited copy may request an explanation. Such will be provided by the editor.

Formal complaints against The Pawprint and/or any member of its staff should be presented in writing to the Publications Board, c/o Dean of Students Office. For further information, write: The Pawprint, 5500 State College Parkway, San Bernardino, California. 92407. 887-6411, Ext. 233.



letters

To the Editor:

'People aren't ignoring sci-fi'

I was going to bitch about an apparent lack of awareness toward Science Fiction in the general area of this school, but a startling discovery slipped directly into my brain. It turns out that people aren't ignoring Science Fiction, they just read and dig it in private. I suppose I'm just more vocal than most. What I thought was needed was a course in Science Fiction to study it and prove its relevance to our very own times. Not so. What is needed, however, is a method of getting people unfamiliar with Science Fiction exposed to it.

If a real-live Science Fiction class was introduced, it follows logically that the people most likely to enroll would be those who already read and enjoy Science Fiction, not those who don't read it. What can be done to help those poor unfortunates is to introduce some studies of Science Fiction into present English classes. Then students can dissect Harlan Ellison or Robert Heinlein right next to James Joyce or Ernest Hemingway. And, of course, insertions of that type wouldn't hurt those of us who already love Science Fiction.

I was told that college courses in literature are meant to familiarize us with the works of authors we wouldn't normally read. We read their works and make sense of them. My proposals aren't too hard to swallow. I just want those among you swelling throngs who haven't thought about Science Fiction or even those who don't like it (God knows, I hold no love for James Joyce), to be exposed to the field. Somebody might get to like it.

Of course, the introduction of such foreign material into "mainstream" courses calls for the

introduction of more and different types of foreign material, it becomes a vicious cycle. Even a minimal exposure to Science Fiction, Black Fiction, and other experimental fictional material will be beneficial to the students and to the genres themselves. The work we do now,

explicating the fiction of our times, deriving meanings significant to us will give future students a basis to work from. Read, now, friends and enjoy.

James R. Bertges

...

'Apathy Abounds in U.S.'

In the United States, apathy toward politics abounds! Citizens participation in the selection and election of public officials has fallen to new lows, compared with recent years — and even with a century ago. This apathy continues to rise despite the major issues affecting every man, woman, child — the broad and detailed coverage given such issues — the frequency of radio, TV, and press exposure of public officials and competing candidates — plus the candidates' own personal campaign. People just don't seem to care... that is, until someone gets in office they don't like. Then you will hear "How the hell did that jerk get in office?"

Perhaps one of the reasons is that over 47 million Americans did not vote in the 1968 Presidential elections. That's right — 47 million. Actually, in 1968 non-voters exceeded by 16 million the total votes cast for Richard M. Nixon. Non-voters in 1968 represented a 33% increase over 1960 when only 35 million people failed to participate in voting.

Today in the United States, there are more non-voters than the total electorates of such other free nations as France, England, Italy, West Germany, Canada and Australia. In Canada, voter turnout is 80%; in Italy, 92%; in

West Germany, 87%. In the United States, only 60% of the voters turned out in 1968.

This is the lowest percentage in 20 years... on this basis, even the winner represents a minority view.

The shameful thing is... that these non-voters are people like you and I... who, really, have no excuse for not voting and not taking an interest in the future of our nation. It is shameful too, because not everybody in this world has the right to vote.

Election time in California is drawing near. If you feel that you should have a voice in our government... then, I suggest you get out and VOTE!!!

John Thwing

MORATORIUM OCT. 15



NO
BUSINESS
AS
USUAL

STRIKE
FOR
PEACE

The environment: What is it worth?

Of the academic tools we use throughout our lives, one of the most important is measurement. In fact there are few things in this world which are not quantified or at least assigned an intrinsic value. We measure net worth, gross income, the cost of shoes, and the value of a dollar. We analyze what a vacation is worth in terms of enjoyment, rehabilitation, and perhaps prestige. And of course we place a value on our homes, belonging, and the environment in which we live. And as any accountant will testify, we depreciate most of the

tangible things we have accorded a value.

As historically we have quantified the depreciation of our measurably valued possessions, perhaps it is time to quantify the deterioration of our natural surroundings.

I suggest that the deterioration of the environment be accorded a dollar value. That losses to this society in the form of illness, death, and the emotionally depressing attributes of poisoned air and water be quantitatively measured in a pecuniary sense. That those factors of production

which contribute to this pollution should be weighted with the cost which has been accorded its by-products. Theoretically, such a cost of production would cause those industries and individuals which would expedite their money making by dumping pollutants at random to initiate a re-ordering of the processes of disposing its wastes. Perhaps leading to a economically feasible solution to many of our pollution problems.

Bob Stranger
President,
Business Management Club

WE-5

Should pornography be legalized?

Donna Bell, Senior, English Major - "No. I think that pornography is dangerous because it gives people a warped view. I don't think it is even necessary. I don't believe in censorship but neither do I want to see pornography become a part of our lives."



Jo Montgomery, Freshman, General Studies - "I don't know. I think that pornography is just a label which changes. What is pornography today may be accepted tomorrow."

Breck Nichols, Junior, Biology Major - "Yes. I think that pornography should be legalized. I don't think it will solve the problems but man should have the freedom to use his individual discretion in matters of so called pornography."



John Boggust, Graduate Student, Education Major - "Yes, I think it should be legalized as long as it was for adults... No Stag movies in the 6th. grade. I doubt whether American society as it is now could accept pornography."

John Murry, Junior, History Major - "Sure. Sooner or later we all have access to pornographic material anyway so why not legalize it? I would however, impose certain restrictions on the age of those able to purchase pornography."



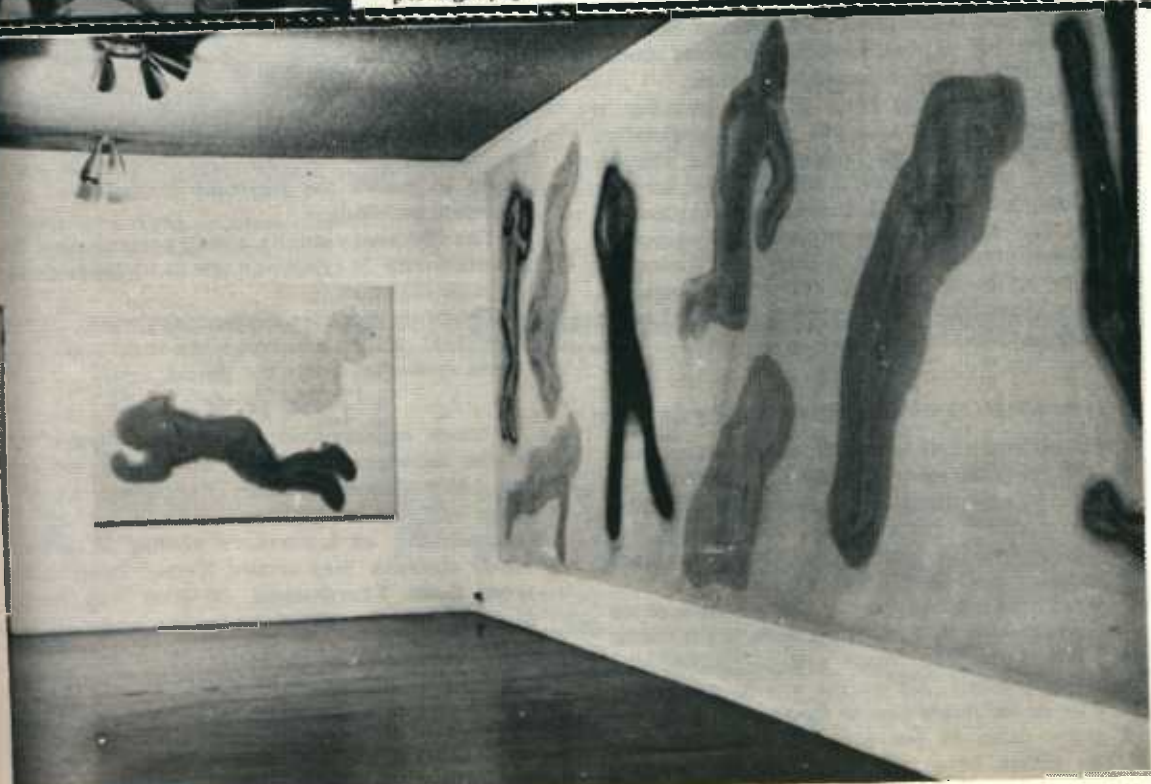
Haney develops dye technique

An innovative art technique has been created by a CSCSB instructor, Mr. William Haney. Paintings done with carbocyanine dyes have been on exhibit at the Molly Barnes Gallery in Los Angeles. In the winter of 1968 Mr. Haney was approached by one of his students, Frank Wollard, a Chemistry major, and asked if he had heard of the particular dye and its abilities. Frank invited Mr. Haney to Dr. Peter Sprague's lab for a demonstration. Haney thought about the dyes all summer and wondered what could be done with them if he were able to gain access. The dye runs \$25 per gram on the commercial market, and it is necessary to use 60 grams for one printing, just one wall in a showing would run about \$16,000, excluding all the other necessary expenses. Shortly after Christmas vacation, 1970, Mr. Haney, Dr. Sprague, and Mr. Wollard synthesized the first dye and experimented with it. The use of the dyes involve some complicated problems; it had never been used before in huge quantities, it is extremely toxic, and it is light sensitive.

The initial results of Haney's work with the dyes went on display at the May Festival of Arts in San Bernardino. At the same time, he secured twenty feet of exhibit space at USC (Experiments in Art and Technology In Process Show) where some L.A.

art dealers noticed his work and asked if he wanted a show. In September, Mr. Haney printed the show and it went on display on the 12th. He printed the show on the 12th. He printed his last image at the gallery on the opening night with a naked model, which drew a good crowd. Time Magazine covered it, as well as "Newsweek" and the "L.A. Times." Ray Duncan of KNBC filmed the showing, but television coverage was delayed due to censorship. It seems that some public hair was caught by the camera. Mr. Haney has tentative plans for showings in New York and San Francisco. The "Sun-Telegram" was informed of Mr. Haney's new creation and its subsequent success, but refused to print it, which just indicates where that paper is at.

Frank Wollard has worked as Haney's technical assistant, and Dr. Sprague as a consultant. They are currently applying for grants to further finance the development of the dyes. Haney insists that he is not an advocate of art and technology. He describes his new art as "an archaic, pictorial function which is as close to cave art as possible." His wife is also a painter who recently had a showing in the Jack Glenn Gallery in Corona del Mar. She paints under the name of Carol Schille and works as an art instructor at San Bernardino Valley College.



"A portion of William Haney's" exhibit at the Molly Barnes Gallery in Los Angeles.

Little Big Horn

Criticism relished by editors

By Nancy Saunders

Last week's Pawprint carried faculty reactions to the Unicorn Horn. This week the students behind the evaluative publication are given an opportunity to respond:

Dear Horn Critics:

"We of the Horn are more than happy in your responses to our publication, and we relish every criticism that you can generate from the depths of your objectivity. Your responses seem to be as objective as the publication you scorn."

It would probably be a source of embarrassment for most profs to read the evaluations we received on their classes; but if they so wish, in the next issue we would be willing to publish a dry, statistical abstract of their performances and hand it out for free, since that would be the only way we could get rid of it.

It seems ironical that in the classroom there are screams for students to be creative, but let that creativity be directed at those who scream and you become a negative rebel with only opinions to your credit, no validity.

So, we try to stir up the stagnant waters of thought on this campus and we are condemned for our efforts. We received principally negative criticism, little praise; exactly what we were being accused of doing in our publication.

So, contrary to popular thought, Unicorns are still alive and well, and we will continue to publish our biased publication with its wild guesses and lack of knowledge. But, if it's any consolation,

tion, the printing will improve." - Mike Ross

"The Unicorn Horn has again succeeded in raising somewhat of a controversy as to its merits. To the charge of nonobjectivity, I plead guilty; however, the use of evaluation forms filled out by students last spring was quite prevalent in this year's Horn. We did inject subjective interpretation of these forms to produce a more interesting pamphlet. I thoroughly reject the contention that the only fair evaluation of a professor lies in the utilization of statistical analysis. If the classroom situation is to be reduced to a series of quantitative analyses, then perhaps the educational experience at the college level should be purely vocational. The Unicorn Horn does not want to see students or any member of the educational community reduced to a dot or a line on some obscene graph. When everything becomes objectified, then 1984 will have arrived and it will be too late for all of us." - Alan W. Coffeen

"The philosophy behind the Unicorn Horn is seemingly being overlooked by its critics in the rush to cry unobjective evaluation. When will college professors open their eyes to the fact that for probably the first time in their tenure they are feeling the pangs of criticism from underlings in the artificial caste system institutional learning creates? Perhaps those who cry the loudest are those who fear the breakdown of the barriers which for so long have separated people with common interests.

Objective Evaluation becomes the battle cry of the more mediocre instructors because it spares them the verbal interpretation of all those numbers and statistical extrapolations contained in that type of evaluation. When professors and administrators infiltrate student pub-

lication boards, when "advisors" are needed as sponsors for same, when money must be approved by puppet student governments, it becomes very apparent why student evaluations have failed on most campuses and why most of them have gravitated to such spectacles as the two "official" history and English evaluations on this campus.

Admittedly there are instances where individuals were dealt a heavy hand, admittedly the printing was terrible, admittedly there was a price. However, the Unicorn Horn received as many completed evaluation forms in English and history as did the official evaluations and they were used; the book was published by inexperienced printers - unfortunate, and the editors are still financial losers.

But, there was something to say and even through the poor printing it is hard to read between the lines." - Marlin Brown.

★★ Astral Erotica ★★

ARIES - Wash your feet well and watch out for bad dope.

TAURUS - Your Venus is coming into conjunction with Pluto... and you know what that means!

GEMINI - Try that new position from Kama Sutra.

CANCER - Continue as before.

LEO - Do it now.

VIRGO - Remain so.

LIBRA - Give your Mom a big Kiss.

SCORPIO - An important change in your Draft status is imminent.

SAGGAIARIUS - Keep Leo away from Virgo.

CAPRICORN - Strawberry Jell-O and a lover will play an important part in your weekend.

AQUARIUS - Do not pass Go, Do not collect \$200.

PISCES - Beware the lean and hungry look.



SMUCK
FOG

Plea for help IOC looks for tutors

By Maxie N. Gossett

Do you recall your very first semester or quarter in College? I certainly do mine! I was fresh from out-of-state upon entering San Bernardino Valley College; I had no friends. School was different after a lag between high school and the Army. And I found it very difficult to acquire a comfortable routine. But I did — alone — the hard way. I'll never forget that first algebra course. Damn, how I did suffer! There were times that I was so disgusted that I screamed; I cried; I cursed the fate that had befallen me. I often wondered how any other math course could be more difficult. I struggled frantically for seventeen weeks with that worthless course! Why in Heaven's Name did I need that damned course was a question that not even my counselor could answer! As hours became days and days became weeks, I became more confused — more frustrated — and not a sympathetic person in the whole classroom! Several times I was advised by the instructor to drop the class. Several times I refused. I was determined. I got a "D."

A year later I was confronted by a friend to tutor him in the same course — what a scream!

But I did. I was surprised, though, how much more I learned just by helping him. He got an "A."

To make a long story short I attempted a course in advanced algebra and trigonometry; I did much better. In my last course I got an "A." I'm not boasting; I'm just trying to show that the best thing that ever happened was my helping a friend in a difficult course — a course that I knew to be difficult.

Have I described a familiar scene? Surely I must have? Did you know that there are hundreds of students on this campus that are experiencing the same frustrations that I did that fateful semester at Valley College? Wouldn't you like to help such a person? Please? After all two heads are better than one — at least, no worse! If you have only one hour to share it will be appreciated. Regardless of the grade you may have received you can still help someone — maybe yourself. Then you can both walk from darkness to a little more sunshine. Why not go to trailer 2-B, right now, in back of the Library, or in the office of E.O.P. and say to the secretary, "I would like to tutor someone in need."

Fiscal Statement '70

EXHIBIT "A"		
ASSOCIATED STUDENT BODY OF THE CALIFORNIA STATE COLLEGE AT SAN BERNARDINO		
STATEMENT OF FINANCIAL CONDITION		
JUNE 30, 1970		
ASSETS		
CASH		
On hand and in commercial accounts		\$3,323.14
RECEIVABLES		
State of California - Activity receipts	\$116.00	
Foundation for the California State College at San Bernardino - Agency Fund	500.00	616.00
DEPOSITS		
Total Current Assets		200.00
FURNITURE AND EQUIPMENT - At Cost		4,139.14
Office furniture and equipment		10,562.47
TOTAL ASSETS		\$14,701.61
LIABILITIES, TRUST FUNDS AND RETAINED REVENUE		
ACCOUNTS PAYABLE		
Trade accounts		\$135.66
1970-71 ACTIVITY FEES		2,334.00
Total Current Liabilities		2,469.66
STUDENT BODY ACTIVITY TRUST FUNDS		368.31
RETAINED REVENUE - Exhibit "B"		11,863.64
TOTAL LIABILITIES, TRUST FUNDS AND RETAINED REVENUE		\$14,701.61

The accompanying Notes to Financial Statements are an integral part of this statement.

EXHIBIT "B"		
ASSOCIATED STUDENT BODY OF THE CALIFORNIA STATE COLLEGE AT SAN BERNARDINO		
STATEMENT OF OPERATIONS AND RETAINED REVENUE FOR THE YEAR ENDED JUNE 30, 1970		
REVENUE		
Student activity fees		\$33,288.17
Activities committee		1,990.34
Players of the Pear Garden - Drama		959.74
Pawprint - Student paper		599.19
Orientation committee		1,683.00
		38,520.44
EXPENSES		
Salaries and Wages		
Student government	\$3,643.06	
Activities committee	100.00	
Pawprint - Student paper	1,655.00	
Intramural sports	595.29	
Community assistance	705.13	
Prickly Pear - Literary magazine	200.00	
	6,898.48	
Operating Costs		
Student government - Office	\$6,831.76	
Activities committee	8,044.82	
Players of the Pear Garden - Drama	3,420.21	
Pawprint - Student paper	5,218.01	
Inter-club council	50.81	
Culture affairs committee	119.34	
Orientation committee	2,731.27	
Intramural sports	1,492.42	
Publicity committee	51.54	
Lectures and public affairs	2,269.04	
Community University committee	1,186.93	
Community assistance	234.31	
Prickly Pear - Literary magazine	612.00	
Contingencies and miscellaneous	324.56	
	32,587.02	39,485.50
EXCESS OF EXPENSES OVER REVENUE		(965.06)
RETAINED REVENUE - Balance, July 1, 1969	12,400.87	
Add: Prior year expense adjustments made during current year	427.83	12,828.70
RETAINED REVENUE - Balance, June 30, 1970		\$11,863.64
ALLOCATION OF RETAINED REVENUE		
Furniture and Equipment		\$10,562.47
Unrestricted		1,301.17
Total		\$11,863.64

The accompanying Notes to Financial Statements are an integral part of this statement.

NEWS IN BRIEF

FUTURE DESIGNS FOR OUR CAMPUS

Anyone strolling around the Cal-State campus is bound to notice that awesome structure south of the Physical Science Building. This architectural "prize" is, of course, the new library, scheduled for completion by the first of 1971. Unfortunately, its finishing date, August 1970, has been moved up because of Teamster's strikes, there by causing a delay in shipment of necessary materials. Poor weather conditions, particularly strong winds which endanger construction workers, are also responsible for the setback. Presently the ceiling is being completed on the fifth floor.

William Koty, an architect from Palm Springs, designed the building. It will consist not only of rooms for library use, but also of classrooms, offices, and language laboratories.

In the future, Cal-State will be growing in a physical sense as its student population increases. Hopefully, residence halls will be available for use by 1972 with housing for 400 students. Mr. James H. Urata, Building Coordinator for CSCSB, also projects an elaborate Commons Building and many other complex designs which will be in accordance with the Master Plan for our campus. Certainly the library is only a beginning.



INTRAMURAL SPORTS OFFERED AT CAL STATE

With pleasure and competition as its objectives, the Cal-State Intramural Sports program is offering sports activities for all interested students. The program's co-ordinator, Ed Phipps, has scheduled football, golf, tennis, basketball, and volleyball events for 1970 Fall Quarter.

Intramural football consists of a league of six teams which compete in tournament play until mid-November. The teams will be playing six-man flag football. All games will be on Friday at 3:00 on the fields east of the Gym. A schedule of game dates is posted in the P.E. building.

The teams have been organized by various clubs and social groups on campus. If the titles of the teams, e.g., Ken's Pinkies, are indicative of the type of competitors in the Intramural program, it will surely be an "interesting" season.

Golf tournaments will be played on every other Tuesday at the San Bernardino City Course on Waterman Avenue. The green fees are \$2.50. Golf equipment is available in the P.E. building to all students.

Anyone interested in getting into any of the sports "action" can contact Ed Phipps in the gym.

CLASSIFIED ADS

CLASSIFIED ADS ARE FREE TO STUDENTS, 15¢ PER LINE TO NON-STUDENTS. ALL ADS MUST BE SUBMITTED ONE WEEK PRIOR TO THE SCHEDULED PUBLICATION DATE.

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POLITICAL

YOUTH FOR REAGAN IN '70.
We need students to help campaign in the San Bernardino County area. This is an excellent opportunity to do something good for California & learn more about your State Government. Please contact the "Youth For Reagan" co-chairman at 823-8948 after 3 p.m.

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CAFETERIA CONSTRUCTION

Plans for construction of the first permanent cafeteria at Cal-State, San Bernardino recently passed another hurdle with Public Works Board approval of the financing arrangements.

Dr. Joseph K. Thomas, CSCSB executive dean, said the last step before seeking bids is the securing of federal approval since Housing and Urban Development is loaning \$400,000 toward the \$2 million project.

"Hopefully we can open bids in six to eight weeks," said Dr. Thomas. Completion of the facility is keyed to the opening of the first residence halls in the fall of 1972.

The cafeteria project has been shelved for nearly two years awaiting the clearance of funds. The HUD loan was granted because the cafeteria will serve the residence halls students. The balance of the financing is from the state.

The split-level building will be constructed of reinforced pre-cast concrete, with field stone trim to match the Physical Sciences and new Library buildings.

The 600-seat capacity should accommodate the campus until it reaches 8,000 to 10,000 students, said Dr. Thomas.

The present cafeteria-snack bar, with its limited facilities, will be converted into additional classroom space for music and drama.



Women seniors interested in advanced study in the aerospace sciences may apply now for the \$3000 Amelia Earhart Fellowship Awards given by Zonta International.

Candidates or instructors wishing to recommend students may secure further information from Zonta International, 59 East Van Buren St., Chicago, Ill. 60605, or the Placement Office in the Library.



National Cash Register Corporation representatives will be on campus to talk to seniors interested in career employment opportunities with NCR on Friday, October 23. The Placement Office is located in L-120.

NCR positions include sales representatives, for computer, accounting machines, calculators, cash registers and business forms. Seniors with any major may sign up for interviews but must have completed at least six units of accounting.

Seniors interested in interviewing this company should register for placement service and reserve interview time by Monday, October 19, according to Doyle J. Stansel, Associate Dean, Placement and Financial Aid.

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COLD BEER & COCKTAILS

TRAVEL

There is Student Travel Information available in the Activities Office; i.e., trips abroad, study program, educational student exchange, European — American student club, etc. International Travel Bureau 278 W. Highland

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